



## **FY 2004 QUARTERLY REPORT (4TH QUARTER)**

**Cooperative Agreement No. 119-A-00-00-00039-00**

**KYRGYZSTAN**

**Civic Education On-Site Technical Assistance**

**Submitted to the  
U.S. AGENCY FOR INTERNATIONAL  
DEVELOPMENT**

**By IFES**

**July 1 – September 30, 2004**

## **I. PROGRAM ACTIVITIES**

### **Secondary Civic Education Textbook Project in Kyrgyzstan**

#### *Textbook Printing and Distribution*

During this quarter, IFES, in cooperation with the Kyrgyz Academy of Education and a number of international organizations like CIMERA, ADB Technical Assistance project, and PEAKS project, has developed teacher guide that highlights notions of interactive methods of teaching and could be applied to all subjects and in all grade levels. Guides have been printed in Kyrgyz, Russian and Uzbek languages totaling 26,000 copies (Russian – 5000, Kyrgyz – 18000, and Uzbek – 3000). IFES also printed and began distributing the Generic Teacher's Guides during this reporting period. In addition, during this quarter, IFES has finalized the Uzbek language version of Part I of the student textbook book and the teacher guide.

IFES printed and distributed Part I of the student textbooks, teacher guides, and generic teacher guides in August and September. In August, with generous support from a variety of international donors – most notably the Government of Japan and the OSCE – in addition to the USAID, 11,800 textbooks in Russian language and 600 copies of teacher guides were printed at Al-Salam publishing house, with printing of the Kyrgyz-language book launched in September and expected to continue until early in the next quarter. Throughout this process Al-Salaam has been a reliable and accommodating partner.

In August, IFES distributed 1,352 student books and 48 copies of teacher guides in the Russian language to 46 schools. In September, IFES delivered 4,000 Kyrgyz-language textbooks with 126 teacher guides, 2,116 Russian-language textbooks with 98 teacher guides and about 4,500 generic teacher guides in Kyrgyz, Russian, and Uzbek.

#### *Teacher Training and Education*

IFES began its teacher training program with support from USAID, OSCE, and other smaller donors in September using its well-established interactive classroom methodology. While training was launched in the absence of student books in Talas oblast and Tiup rayon of Issyk-Kul oblast, these schools began to receive their textbooks as they became available from the presses in mid-September.

IFES also continued placing inserts with information for teachers in the Kut Bilim Sabak newspaper. The feedback and comments from the teachers demonstrates that this is well appreciated by the Kyrgyz teacher community. With the start of the country-wide distribution of the newspaper its impact will be even more noticeable.

Additionally, IFES worked with the Kyrgyz Academy of Education to develop a curriculum statement to “Man and Society” course for grades 9, 10 and 11. The statement was published in three languages (in Russian – 900, in Kyrgyz – 2100, In Uzbek – 500) and distributed to all schools with a close assistance of the Kyrgyz Academy of Education during the Teachers National conference in August.

### **Extracurricular Student Activities**

#### *Student Action Committee Forum*

An international Student Action Committee (SAC) forum was successfully conducted with support from USAID and AED. The forum was conducted in Bishkek with the participation of 120 students from various regions of Kyrgyzstan and Kazakhstan.

Participants competed within the framework of the forum with the four best SACs awarded vouchers of 200 USD that were presented by the AED representative.

Different issues related to the activities of SACs were discussed at the forum in order to achieve the following goals:

1. Share successful experiences and what works in the conduct of SACs;
2. Determine common problems that SACs will encounter in the course of their work activities;
3. Develop practical methods aimed at overcoming difficulties;
4. Determine how organizers can help to further advance SACs; and
5. Establish links between SACs of Kyrgyzstan, Kazakhstan and later between other countries of Central Asia and the Caucasus.

While participants noted that SACs were an effective way to promote student self-initiative, they also provided critical insights into the problems encountered in the course of their work. These include a lack of understanding from school administration and local authorities, an indifferent attitude of many organizations to the work, passiveness of students, a lack of resources, a low level of knowledge, and the absence of cooperation between SACs from other schools, cities and regions. Participants examined these problems and defined objectives that need to be attained in order to overcome them. Such objectives include promoting responsibility for the students and their actions, encouraging decision-making in relation to developing strategies and plans aimed at achieving goals on an independent basis, demonstrating by practical actions the ability to be independent, earning respect and authority from elders, and clearly defining the different responsibilities that SACs have from school parliaments and self-governance.

As a result, participants adopted a resolution that reflected the results of the forum, recommendations made to the SAC members, and plans for the near future to promote vision and cooperation in the organization of a SAC regional network. The resolution also contains a statement to the school administrations and other interested parties requesting assistance and support in their endeavors.

## **Democracy Summer Camps**

Five democracy summer camps were conducted this summer in the Kyrgyz Republic for 276 students. Of the 840 that applied, there were 53 participants in Talas summer camp, 52 in Naryn, 53 in the Osh camp that were funded by USAID, 73 in the Osh summer camp that were funded by the Government of New Zealand, and 45 in the Batken summer camp funded by German Technical Cooperation Agency (GTZ).

Each of the summer camps addressed the “Promotion of democratic ideas and assistance to creation of civil society by encouraging youth to take an active part in the resolution of meaningful issues that exist in their respective communities.”

Participants in each of the camps were provided with the following:

1. Knowledge in the area of democracy and elections.
2. Skills to prepare theatrical performances on the topic “Problems of community.”
3. Education on how to conduct discussions on issues presented in the theatrical performances.

Through a combination of workshops, seminars, academic mini-lectures, thematic meetings and practical exercises, the Summer Camp program offered to the students an excellent opportunity to gain broader theoretical and practical knowledge in the area of democracy and democratic governance. Participants were also exposed to invaluable hands-on experience which they obtained through interactive methods of teaching. The Summer Camp program proved to be a program that included all essential activities to allow students become potential leaders of Kyrgyzstan in the near future. Certificates were awarded to the winners of each of the summer camp's competitions. It is expected that the students will organize mini-presentations devoted to the problems that exist in their own communities upon return to their respective schools.

## **Elections in Kyrgyzstan**

IFES, in close coordination with USAID and the US Embassy, monitored on an ongoing basis electoral reform efforts in the Kyrgyz Republic. With the support of the US Government, IFES has taken a limited role to further US objectives to promote transparency and accountability.

### *Transparent Ballot Boxes*

IFES liaised between the German Embassy and other potential donors and the Central Elections Committee of Kyrgyzstan to discuss the development of a procurement strategy for the acquisition of transparent ballot boxes for Kyrgyzstan. Although the CEC procured enough transparent ballot boxes with their own funds for the October Elections, it is estimated that at least an additional 2000 ballot boxes will be required. IFES is seeking funding from the German Embassy for this procurement.

### *IRI-CEC-IFES poll worker training*

Together with IRI and the CEC, IFES trained polling station members that have been nominated by political parties to compose the precinct election commissions (PEC) for the local elections that will be held on October 10, 2004. Over half of the training was completed by the end of September.

The goal of the training was to provide PECs with information related to the process of elections and develop sustainable working skills in the PECs during all stages of preparation and conduct of elections based on the recently adopted Election Code.

For this pilot project, IFES joined its efforts with the CEC and IRI and provided training for the total of 400 PEC members in the city of Bishkek. This included the development and publication of a brief manual for the PEC members and of a six-hour training module. Six hours were sufficient for testing new methods and materials for later trainings. In order to implement this project, IFES, IRI and the CEC specialists joined their efforts to develop a clear and user-friendly manual for the precinct election commission members. The training module also incorporated the same methodologies with which IFES has considerable experience with in its 10th grade civic education course and one in which IFES has several years of teacher training experience.

The training sessions for the CEC trainers were conducted based on this module. Then two teams were established, one on IFES' part and another from the CEC, which in each provided training for members of two polling stations each day for a total of about 40 members. These trainings were conducted within a 10-day period which allowed them to train about 400 members. The trainees filled out specially designed evaluation sheets which enabled IFES to assess both the quality of trainings and the PEC manual which was

given out to the trainees. IFES plans to conduct an assessment of the precinct election commission members' work through a small observation of the October 10, 2004 elections.

## **II. MATERIALS PRODUCED**

- Final versions, Part One Student Textbooks and Teachers' Guides in Kyrgyz and Russian
- Text for Part Two of the Student Textbook
- Teacher Guide and Generic Teacher Guide in Kyrgyz, Russian and Uzbek
- Camera-Ready version, Part One Teacher's Guide in English.
- Three IFES inserts for Kut Bilim Sabak – official Kyrgyz government education newspaper made available in Kyrgyz, Russian, and Uzbek.
- SAC Forum Resolution
- Poll worker Training Guide

## **III. ISSUES AND CHALLENGES**

IFES Deputy Chief of Party Dmitry Shevkun demonstrated great leadership and skills managing the office, together with the support of IFES Civic Education Specialist Simon Jenkins, while IFES conducted an exhaustive search, advertising both nationally and internationally through various media to replace its outgoing Chief of Party of four years. After screening dozens of resumes and conducting several interviews with potential candidates, IFES identified David Mikosz. Mikosz has the skills and experience necessary to effectively perform the tasks outlined in the cooperative agreement. He has a PhD in intellectual history and a MA in Social and Political theory from Cambridge University. Working in Central Asia since 1998, Mikosz possesses a strong understanding of the cultural, social, and political issues facing IFES' target populations. He has strong and applicable project design, educational development, training, and evaluation skills from his previous positions as a CEP Teaching Fellow, Course Supervisor, Regional Program Manager, and Operations Officer. Finally, overseeing a \$2.1 million USG grant across the five Central Asian republics as well as working with the World Bank, he has the necessary skills and experience to effectively manage IFES' programming in Kyrgyzstan under this cooperative agreement with USAID.

IFES continues to develop Part Two of the student textbook. IFES will wait until after the parliamentary elections in February to finalize the textbook with information on the new parliament. IFES is still seeking funds to print this volume, but expects it to be in all classrooms in advance of the 2005/2006 academic year.

IFES will continue to seek to identify ways to further the relationship with the Ministry of Education and in particular the Minister. IFES seeks to work effectively with the Minister to institutionalize the IFES Civic Education Project objectives while looking for new and complementary opportunities. For example, IFES recently received a request from the Minister of Education to develop a new curriculum entitled "Citizenship" for all grade levels.

IFES is conducting limited election programming that takes into account US policy objectives. IFES received funding from the US State Department's DRL to implement an ethics and procedural training for precinct election workers. IFES continues to meet with other donors, such as the Swiss Development Cooperation office and DFID, for smaller scale but highly targeted funding. In each case, IFES will ensure that all staff time and

other administrative costs are covered by individual agreements. IFES is also continuing to work with the German Embassy to develop a procurement strategy for transparent ballot boxes.

#### IV. PERFORMANCE MONITORING

Performance Indicator	Indicator Definition & Unit of Measure	Data Source	Data for Q4 FY04
<b>Curriculum Development</b>			
# of New Students Participating in the Civic Education Course	Student Participation and Reach of the Textbook and New Teaching Methodologies	Participating Schools	39909
<b>Student Action Committees</b>			
# New Students Participating in SACs (# of Women)	Student Participation and Reach of Extracurricular Civic Education Activities	Teachers/ Mentors	280 (192)
# of SACs Formed (# of Activities)	Reach and Activeness of SACs	Teachers/ Mentors	49(162)
<b>Student Local Government Days</b>			
# of Students (# of Government Officials) Participating in SLGD	Student Participation and Reach of Extracurricular Civic Education Activities That Promote Real-Life Learning	IFES	176(117)
<b>Democracy Summer Camps</b>			
# of Students Applying for Summer Camps (# of Participants)	Student Participation, Awareness, and Interest in Extracurricular Civic Education Activities	IFES	840(276)
% of Students with a Better Understanding of Democratic Values	Increased Understanding of the Rights and Responsibilities of Citizens Who Value Democracy	IFES	81%
% of Students Expressing Interest in Civic Activism	Impact Extracurricular Civic Education Activities on Behavior	IFES	89%
<b>Information Resources</b>			
# of Hits on the Website	Awareness and Interest in IFES Resources	IFES	9576